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ABSTRACT

The 1983-84 Academic Excellence Program (AEP) was a new Dade County Public Schools (Florida) program providing enrichment curriculum for above average kindergarten through sixth grade students at 24 district schools. Instructional activities focused on developing critical thinking, higher level cognitives processes, creative problem solving, and research methodology skills. Program delivery included a variety of models (full time, after school, and pull-out). The evaluation focused on the AEP program development and implementation. Data collection activities involved examining student participation rosters, on-site observations, parent, student, administrator, and teacher questionnaires, and program personnel interviews. Results indicated that most program activities followed program proposal specifications and that the program was perceived favorably. Recommendations included: (1) more frequent progress information to parents; (2) equitable compensation to teachers in after school programs; (3) additional inservice training for AEP instuctional staff; (4) establishing district level AEP goals and objectives which provide some latitude at the school level; (5) better parent orientation; and (6) scheduling AEP programs during regular school hours. Appendices contain participant roster forms and the five evaluation questionnaires. (BS)

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# EVALUATION OF THE 1983-84 ACADEMIC EXCELLENCE PROGRAM

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## Executive Summary

The 1983-84 Academic Excellence Program (AEP) was a new district program designed to provide an enrichment curriculum for above average students in grades K - 6 and to assist them in maximizing their intellectual potential. Program services were provided at 24 schools for a total outlay of $650,000.

This program was previously piloted by the Gloria Floyd Community School in 1982-83 and received a very favorable evaluation from students, teachers, and parents alike.

While the goals and objectives for delivery of AEP services differed slightly at each school, instructional activities generally focused on the development of critical thinking, higher level cognitive processes, creative problem solving, and research methodology skills, as well as overall intellectual enrichment. Program delivery included a variety of models (e.g., full time, after school, pull-out).

The evaluation of this program focused on the process of program development and initial implementation. Data collection activities involved an examination of student participant rosters, on site observations of program activities by OEA staff and personnel from the Department of Advanced Academic Programs, surveying parents, students, administrators, and teachers via questionnaire and conducting interviews with program personnel. These evaluation activities addressed the following questions:

1. What were the demographic and academic characteristics of AEP students?

2. To what extent were the eligibility criteria set forth by individual schools (a) adhered to and (b) seen as "reasonable" in terms of selecting students able to cope with and profit from the enhanced academic programming intrinsic to the AEP?

3. To what extent have important aspects of program design, operation, and impact been satisfactorily communicated to all relevant parties (students, program school administrators, program teachers, regular classroom teachers and parents)?

4. To what extent did program teachers feel that AEP goals and associated instructional strategies were sufficiently well defined (or otherwise attainable) to enable them to design and implement a viable educational program?

5. What were the characteristics of the AEP as it was actually implemented in terms of the content which furnished a medium for instruction, and the kind and level of objectives which were pursued? How reasonable is it to assume that instructional activities actually undertaken have led to accomplishment of the objectives adopted for the program?

6. What were the general attitudes of all involved parties toward the AEP in terms of the possible costs and benefits?

7. To what extent were the AEP objectives adopted by individual program schools congruent with the general intent of Academic Excellence programming?

The results of this evaluation indicate that most program activities occurred as specified in the program proposals. Information obtained from the participant rosters indicate that approximately 1,400 (K-6) students participated in the program. The program was delivered at 24 school sites with 28 teachers providing instructional activities. Examinations of 1982-83 Stanford scores revealed that the majority of AEP students scored at appropriately high stanine levels to have been enrolled in the program. Additionally, all of Dade's major ethnic groups were substantially represented in the program. Adequate facilities were provided at most program sites and instructional materials that were available were reported as appropriate for the attainment of the objectives by most of the program teachers. The teachers providing instruction at the four schools with after-school delivery models expressed concern that the compensation received for the extra period was not equitable. Rather than receiving a calculated percentage of their daily rate, they were compensated with "tutor" pay, which is considerably less than if calculated via the above mentioned formula.

The majority of participating students gave "high marks" to most features of the program; indicating that they had positive feelings about the work they did in their AEP classes and the effects of their participation.

Parents of participating students were very supportive of the program's design and procedures, felt that the program had positive effects on their children and felt that the integration between the AEP and regular education program was adequate. Parents did, however, provide relatively low ratings regarding the adequacy of their orientation to the program and their understanding of the criteria used for the selection of their children.

Program and regular teachers primarily agreed that having the AEP at the home school was desirable, and that the AEP should be scheduled during regular school hours. Positive responses were also given regarding the enthusiasm of school administrators toward the program, the positive effects of the program on the students and their own understanding of the goals and objectives of the program. Finally a majority of program teachers felt that they had not received sufficient inservice. While no inservice was provided for AEP teachers this year, a general meeting with Advanced Academic Program staff was held on one occasion. The vast majority of teachers felt that meetings of this type were beneficial and indicated a desire for additional opportunities to meet as a group.

School Administrators gave favorable marks to parental support for the program and, specifically, their desire to have the AEP continued next year. They did not feel, however, that program curriculum commonalaties should exist among all the AEP schools, or that eligibility criteria should be made more stringent. Administrators also felt that the program should not be limited to grades 4, 5, & 6, and that eligibility criteria should not be established at the District level. Finally, administrators were in favor of more inservice for program teachers and believed that parents were adequately informed as to their children's progress in the AEP.

In conclusion, the overall operation and effectiveness of the AEP were perceived in a favorable light.

As a result of these findings, the following recommendations are made:

1. Information regarding children's progress in the program should be more frequently provided to parents.

2. Teachers who teach the after-school programs should receive equitable compensation for the extra time required.

3. AEP instructional staff should be provided with additional inservice training. A survey of their needs might be made prior to the actual provision of such training.

4. Goals and objectives should be established for the program at the district level that are specific enough to enable the definition of suitable instruments to assess the impact of the program, yet sufficiently flexible to allow individual schools some latitude in accomodating differences in student population characteristics and instructional capabilities. The latter qualification addresses the evident reluctance of many respondents to support the notion that program curriculum commonalities should exist across all program schools.

5. An effort should be made to more adequately orient parents to the program and more clearly explain the admissions criteria.

6. If at all possible, the AEP should be scheduled during regular school hours at all program sites.

## Description of the Program

The 1983-84 Academic Excellence Program (AEP) was a new district program designed to provide an enrichment curriculum for above average students in grades K - 6 and to assist them in maximizing their intellectual potential. Program services were provided at 24 schools for a total outlay of $650,000.

This program was previously piloted by the Gloria Floyd Community School in 1982-83 and received a very favorable evaluation from students, teachers, and parents alike.

While the goals and objectives for delivery of AEP services differed slightly at each school, instructional activities generally focused on the development of critical thinking, higher level cognitive processes, creative problem solving, and research methodology skills, as well as overall intellectual enrichment. Program delivery included a variety of models (e.g., full time, after school, pull-out).

## Description of the Evaluation

For this, the first year of program operation, evaluation focused upon the process of program development and initial implementation. Program teachers were surveyed to ascertain their needs regarding instructional direction, materials, and desired inservice. Other involved personnel (program school administrators, "regular" classroom teachers, parents, and program students) were also surveyed to determine their perceptions of the "costs and benefits" of the AEP. Program-school observations were also conducted by OEA and Advanced Programs staff. These observations were performed at randomly selected school sites. Due to limited resources and time constraints, not all programs were visited. Finally, at the conclusion of the 1983-84 school year interviews were conducted with program teachers attending a staff conference to ascertain, in greater detail, the objectives which were providing a focus for their instructional activities.

Although this year's "process" evaluation focused on program development/operation, rather than impact, plans call for the identification of a suitable standardized test for pre/posttesting during the 1984-85 school year, to directly determine program impact.

### Description of Student Participants

To describe the student participants in terms of academic characteristics, sex, and ethnicity, OEA, in cooperation with Advanced Academic Programs surveyed all program schools to obtain a roster of student names and PDBS numbers (See Appendix A). The numbers were subsequently entered into the DCPS computer to generate student demographic information (sex and ethnicity) as well as the most-current Stanford Achievement Test scores to determine the basic skills achievement levels of these students. This information assisted in describing the selection criteria which were actually applied to those students at individual program schools. Stanford stanine levels (usually Stanine 7 or above) had been the most frequently mentioned selection criteria in the AEP schools' original proposals.

Attitudinal/Information Survey

Program teachers. Surveys were used to assess program relevant attitudes of all program teachers as well as their need for such support/structure as instructional procedures, materials, inservice training, etc (See Appendix B). Surveys were administered in April/May of 1984. General issues addressed in the attitude/needs survey included such variables as 1) teachers' understanding of the objectives of the program, 2) the quality of communications/relationships between the AEP and "regular teachers", 3) the adequacy of instructional design/materials, 4) regular program/AEP integration, and 5) perceived attitudes of parents and other teachers toward the program.

As part of this survey, program teachers were also asked to describe the range of instructional activities to which students were exposed, including such factors as 1) the content (i.e., Math, Science, English/Literature) which was used as the medium for instruction, and 2) the kind and levels of objectives which were pursued, [e.g., higher level general cognitive skills, expertise in specific areas of knowledge (computer literacy, etc.), exposure to professional career possibilities, proficiency in artistic/creative endeavors, and skills of research/inquiry]. It was expected that schools would extrapolate their program teacher's strengths in given content areas to provide a medium of instruction. This was perceived as a program strength, but it was of interest to the evaluation to have such "between-schools content variability" described.

Regular classroom teachers. All regular classroom teachers of the 24 program schools were administered a survey in April/May of 1984 to ascertain their perceptions of the AEP as it operated in their school (See Appendix C). Of particular interest were factors such as: (1) the extent to which participation in the program appeared to impact (positively or negatively) the performance of their students, (2) the nature and impact of scheduling or other logistical problems created by the installation of the AEP in their school and, (3) the extent to which they agreed with the program's eligibility and (if formulated) exit criteria.

Program students. All program students were surveyed in April/May of 1984 to ascertain their attitudes regarding, as examples, (1) the extent to which the program offered what they perceived to be a unique educational experience, (2) the extent to which participation in the program appeared to assist or impede them in their other academic pursuits, (3) their enjoyment of specific aspects of the program, (4) their desire to continue with the AEP in 1984-85, and (5) the impact of program enrollment on their peer relationships (See Appendix D).

Parents of program students. Parents of program students were surveyed in April/May of 1984, to ascertain their attitudes toward (as examples): 1) the adequacy of communication regarding the nature of the program 2) the perceived impact of the program on their children's academic performance and attitude toward school and 3) the operation of the program itself (schedule, instructional activities, etc.) (See Appendix E).

Program school principals. In late fall of 1983, Program school principals were asked to document any discrepancies between the AEP currently operational in their schools and that initially proposed in the summer of 1983. It was anticipated that, given the relatively short period of time these school were provided to formulate original program plans, substantial changes would have occurred in the actual operation of the program. OEA used these statements of variance to more accurately form its data collection approaches as regards both surveys and interviews/observations.

In April/May 1984, principals were surveyed to allow them to more formally document such information as 1) the adequacy of program funding, 2) perceptions regarding integration/communication between the AEP and "regular" school program, 3) problems with instructional delivery (in terms of type/levels of objectives selected, the structure available for instruction, and the content(s) employed as instructional media), and 4) the ability of selected students to "handle" the program as it was then operated (See Appendix F).

Interview/observations

OEA and Advanced Academic Programs staff visited selected school sites during February - May of 1984. These visitations included: (1) the actual observation of instructional activities, (2) program teacher interviews, (3) interviews with school principals, and (4) observations of the physical facilities in which the program was being delivered. At the conclusion of the 1983-84 school year, interviews were also conducted with Program teachers to more fully describe the objectives which provided focus for their individual programs.

The tasks outlined in the preceding section allowed the evaluator to generate responses to the following questions:

1. What were the demographic and academic characteristics of AEP students?

2. To what extent were the eligibility criteria set forth by individual schools: (a) adhered to and (b) seen as "reasonable" in terms of selecting students able to cope with and profit from the enhanced academic programming intrinsic to the AEP?

3. To what extent have important aspects of program design, operation, and impact been satisfactorily communicated to all relevant parties (students, program school administrators, program teachers, regular classroom teachers in program schools, and parents?

4. To what extent did program teachers feel that AEP goals and associated instructional strategies were sufficiently well defined (or otherwise attainable) to enable them to plan and implement a viable educational program?

5. What were the characteristics of the AEP as it was actually implemented in terms of the content which furnished a medium for instruction, and the kind and level of objectives which were pursued? How reasonable was it to assume that instructional activities actually undertaken had led to accomplishment of the objectives adopted for the program?

6. What were the general attitudes of all involved parties toward the AEP in terms of the possible costs and benefits?

7. To what extent were the AEP objectives adopted by individual program schools congruent with the general intent of Academic Excellence programming?

## Results

### Extent to Which the Eligibility Criteria Were Adhered to and Seen as Reasonable.

According to information provided on participant rosters, the number of students receiving AEP instruction at the 24 project schools was 1391, with 28 teachers providing instruction. Several schools, particularly the ones offering the after-school program delivery model, employed two or more teachers to provide instruction. All of Dade's major ethnic groups were substantially represented in the program and there was an approximately even split between male and female participants (55% female and 45% male).

Information, in the form of 1982-83 Stanford test scores, was also accessed to describe the academic ability of the program population. It should be remembered that the student selection guidelines allowed principals the discretion of selecting additional students for AEP project participation with lower than specified test scores if the application of the test score criteria resulted in the identification of two few students. For the most part, however, program students appear to have been selected on the basis of relatively high Stanford Stanine scores, as intended. Depending on the Stanford subtest, from 60% to 73% of the program students had stanine scores of 7 or higher.

### Extent to Which Program Aspects Were Satisfactorily Communicated

In order to assess the extent to which information and guidance regarding important aspects of program design and operation had been conveyed to program teachers, interviews were conducted with project teachers and on-site visitations made to selected schools by OEA staff. The results of these activities revealed that, in general, while specific direction from the District level was perceived to be insufficient as to program specifics, most of the project school administrators provided adequate individual direction and leadership to their AEP teachers. Only a small percentage of teachers (15%) indicated on the survey questionnaire that they were not provided with adequate direction.

### Attitudes of Primary Level (Grades K-3) Students Toward the Program

Survey forms were completed by approximately 90% of the K - 3 students participating in the program. The survey form contained ten statements to assess students' general orientation toward the program, their reaction to participation, and their perception of the effects of participation. For each statement, students indicated their agreement or disagreement by marking appropriate responses (yes or no) on the survey form. Responses to this survey, given in terms of percentages of respondents selecting each response option, are described below and presented in Table I. For clarity of presentation, items are grouped under three headings describing various program dimensions.

General orientation toward the program. The primary level questionnaire included six items within this cluster. All six items received mostly "program favorable" responses with at least 84% of the students providing a positive response to each item. An especially high percentage of students indicated that they liked their AEP class (98%), felt the other students were friendly (95%), wished they could spend more time in the AEP class (90%) and wanted to be in the AEP next year (95%). The least favorable responses were provided to statements indicating that they liked school (86%) and that they were as smart as the other students in their AEP class (84%), the latter response pattern perhaps a

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reflection of the enhanced level of academic ability characteristics of "other" students in AEP classes.

Table I

Student Survey Responses - Primary Form (Grades K-3)

N=449

| | percent responding | |
|---|---|---|
| | YES | NO |
| **General Orientation Toward The AEP** | | |
| I like school. | 86 | 14 |
| Most of the students in my AEP class are friendly with each other. | 95 | 5 |
| I like my AEP class. | 98 | 2 |
| I wish I could spend more time in my AEP class. | 90 | 10 |
| I want to be in AEP next year. | 95 | 5 |
| I am as smart as the other students in my AEP class. | 84 | 16 |
| **Reaction to Participation in the AEP** | | |
| The work I do in my AEP class makes me think. | 94 | 6 |
| The things I do in my AEP class are interesting. | 98 | 2 |
| **Perceived Effects of AEP Participation** | | |
| I try hard in my AEP class. | 98 | 2 |
| I learn a lot in my AEP class. | 99 | 1 |

Reaction to participation in the program. On the primary questionnaire two items were included in this cluster. Almost all students felt that the work they did in the AEP class was interesting (98%) and made them think (94%).

Perceived effects of program participation. Both items in this cluster received extremely high rates of agreement. Almost all students felt they learned a lot in their AEP class (99%) and that they tried hard in their AEP class (98%).

Attitudes of Intermediate Level (Grades 4-6) Students Toward the Program

Survey forms were completed by approximately 87% of the fourth through sixth grade students participating in the program. This survey form contained 26 statements to assess students' general orientation toward the program, their reaction to participation and their perception of the effects of program participation. For each statement the students indicated the extent of their agreement or disagreement on a five point scale. Responses to this survey, given in terms of percentages of respondents selecting each response options, are described below and presented in Table II. Also presented are mean numeric ratings (1 = strongly disagree; 5 = strongly agree). With some few exceptions, numerically high mean ratings can be interpreted as "program favorable". For clarity of presentation, items are grouped under three headings describing various program dimensions.

General orientation toward the program. On the intermediate student questionnaire, five items were included within this cluster. Almost all students (97%) agreed or strongly agreed, that they were proud to be selected for participation in the AEP and that on most days they were happy to come to the AEP class (93%). A large percentage of respondents felt that most of the students in the AEP class were friendly with each other (82%) and that they understood the purpose of the AEP (86%). Only 66% of the respondents felt that they were as smart as the other students in the AEP class, however.

Reaction to participation in the program. Ten items were grouped within this cluster. High percentages of students indicated that their parents felt good about their participation in the AEP (96%), that the activities were interesting (91%), that they liked the way the AEP classes were run (86%), and that they would like to be in the AEP program next year (86%). The vast majority of students (83%) indicated that they thought the AEP program should be scheduled during regular hours and indicated that they liked school better since being enrolled in the AEP (78%). Most of the students felt that the work they did in the AEP was challenging (75%) and that they would like to spend more time in the AEP (76%). Only a small percentage (29%) of students indicated that the work they did in the AEP class was hard. A somewhat mixed response was obtained from the item that assessed whether the students liked the AEP class better than their regular class. While 63% agreed, 12% disagreed, and 25% indicated they were uncertain.

Perceived effects of program participation. A total of eleven items were included in this cluster. Almost all students (96%) felt that their AEP teacher wanted them to learn and that participation in the AEP helped them to learn about many things they would have not learned in a regular class (88%). A clear majority of students indicated that participation in the AEP had helped increase their motivation to learn (82%), improved their study habits (81%) and self-confidence (75%), and helped them to do better in their regular class (65%). Most responding students (78%) indicated that they were able to make up work they missed in regular classes because of AEP participation. Only a small percentage of students indicated that they missed Art, Music, or P.E. because of the AEP (12%), missed too much time in their regular classes (9%), felt that their friends were not friendly toward them since enrolling in the AEP (17%), and thought that their regular classroom teachers did not like them going to the AEP class (14%).

Attitudes of Parents Toward the Program

Questionnaires were completed by approximately 55% of the parents. The questionnaire contained 29 statements to assess parents' understanding of the pro-

Table II
Student Survey Responses
Intermediate Form (Grades 4-6)
N=774

| | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| **General Orientation toward the AEP** | | | | | | |
| Most days I'm happy to come to my AEP class. | 4.4 | 1 | 2 | 4 | 44 | 49 |
| Most of the students in my AEP class are friendly with each other. | 4.1 | 2 | 4 | 12 | 50 | 32 |
| I am proud of being selected for participation in the AEP. | 4.8 | 0 | 1 | 2 | 11 | 86 |
| I am as smart as the other students in my AEP class. | 3.9 | 2 | 6 | 26 | 33 | 33 |
| I understand the purpose of the AEP. | 4.3 | 1 | 2 | 11 | 43 | 43 |
| **Reaction to Participation in the AEP** | | | | | | |
| The work I do in my AEP class is hard. | 2.7 | 13 | 35 | 23 | 24 | 5 |
| I like the way my AEP classes are run. | 4.2 | 1 | 2 | 11 | 47 | 39 |
| In my AEP class we do many things that interest me. | 4.4 | 1 | 1 | 7 | 37 | 54 |
| The work that I do in my AEP class is challenging. | 4.0 | 4 | 7 | 14 | 38 | 37 |
| I would like to be in the AEP during the next school year. | 4.5 | 2 | 3 | 9 | 14 | 72 |
| I like the AEP better than my regular class. | 4.0 | 5 | 7 | 25 | 19 | 44 |
| My parents feel good about my participation in the AEP. | 4.8 | 0 | 1 | 3 | 13 | 83 |
| I think that it is best for the AEP to be scheduled during regular school hours (not after school). | 4.3 | 8 | 3 | 6 | 16 | 67 |
| I like school better now that I am enrolled in the AEP. | 4.2 | 4 | 4 | 14 | 27 | 51 |
| I would like to spend more time in the AEP class. | 4.1 | 3 | 9 | 12 | 26 | 50 |

Table II (continued)
Student Survey Responses
Intermediate Form (Grades 4-6)
N=774

| Perceived Effects of AEP Participation | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| My AEP teacher makes me feel like he/she wants me to learn. | 4.7 | 0 | 1 | 3 | 22 | 74 |
| I am able to make up the work that I miss in my regular classes because of the AEP. | 4.0 | 4 | 5 | 13 | 43 | 35 |
| My participation in the AEP has helped me to learn about many things that I would not have learned in my regular class. | 4.4 | 1 | 2 | 8 | 32 | 57 |
| My participation in the AEP has helped me to develop better study habits. | 4.1 | 2 | 4 | 13 | 43 | 38 |
| Participation in the AEP has increased my motivation to learn. | 4.2 | 2 | 3 | 13 | 40 | 42 |
| Participation in the AEP has helped me to develop my self-confidence. | 4.0 | 1 | 6 | 18 | 46 | 29 |
| I miss too many of my regular classes due to the AEP. | 1.7 | 53 | 32 | 6 | 5 | 4 |
| Somehow I think that my regular class teacher doesn't like me to go to the AEP class. | 2.0 | 53 | 17 | 16 | 7 | 7 |
| The AEP has helped me to do better work in my regular class. | 4.0 | 2 | 5 | 18 | 42 | 33 |
| Some of my friends in my regular class are not as friendly toward me since I enrolled in the AEP. | 2.0 | 45 | 26 | 12 | 11 | 6 |
| Somehow I miss Art, Music, or P.E., because of the AEP. | 1.6 | 70 | 14 | 4 | 7 | 5 |

gram and their perceptions regarding the program's design, integration with the school's regular education program, and impact on their children. For clarity of presentation, statements are grouped under five headings describing various program dimensions. Table III contains the percentages of parents selecting each response option as well as mean numerical responses for each item.

Communication. A total of four items were included in this cluster. Of the four clusters included in the parent questionnaire, the lowest percentage of "program-favorable" responses were given to statements within this cluster, on the average. The availability of AEP teachers for conferences was the least problematic area within this cluster; the most problematic appeared to be the extent to which the AEP teacher kept parents informed of their children's progress. It should be noted that, although responses to those items were the least "program-favorable" (in a relative sense), there did not appear to be widespread dissatisfaction with program-parent communication in any absolute sense.

Program impact. Nine items were combined to form this cluster. Virtually all parents agreed that their children were able to "keep-up" with lessons in the AEP classes (94%), that their children enjoyed being in the AEP (96%), that they would like to see their children continue in the AEP (95%), and that their children learned things in the AEP that they would probably not have learned in the regular program (94%). The vast majority of parents also agreed that they had seen positive changes in their children at home as a result of AEP participation (80%), that their children had become more intellectually stimulated (91%), that the quality of their children's relationships with other children not in the program had been maintained (92%), and that their children's enthusiasm toward school in general had increased (80%). Within this cluster, relatively few parents agreed that their children performed better in the regular program because of the AEP (73%); however, 19% indicated that they were "uncertain" in response to this statement.

Program operation and design. Five items were included in the questionnaire to enable parents to express their opinions regarding the operation and design of the program. Virtually all parents (93%) indicated that having the AEP at the "home school" (in lieu of transporting them to another school) was desirable. A similarly high percentage (90%) agreed that the AEP teacher was sufficiently qualified. Fewer parents felt that the AEP's instructional facilities were adequate (78%), that the amount of exposure to the program was sufficient (71%) or that their children received a sufficient amount of individualized attention (78%). However, substantial percentages of parents responded to those items using the "uncertain" option, perhaps indicating a lack of familiarity with these areas.

AEP/regular program integration. Six items were included in this cluster. Virtually all parents (94%) indicated that their child was able to "keep-up" with lessons in the regular program. Substantial percentages agreed that their child should make up "regular program" work that was missed while in the AEP class (75%), and that the cooperation between their child's AEP and regular class teachers seemed to be good (85%). Only a small percentage of parents (11%) felt that their child frequently missed Art, Music, or P.E. because of participation in the AEP.

Instructional organization and procedures. Five items were grouped within this cluster. Very substantial percentages of parents responded in a "program-favorable" manner to these items, agreeing that it was appropriate to schedule the AEP during regular school hours (86%) and that the criteria used to qualify

Table III
Parent Questionnaire Responses
N=760

| | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| **Communication** | | | | | | |
| School personnel adequately oriented me to the AEP. | 3.8 | 5 | 12 | 7 | 51 | 25 |
| The criteria my child had to meet to qualify for the AEP were clearly explained to me. | 3.8 | 5 | 11 | 8 | 52 | 24 |
| The AEP teacher is readily available if I request a conference. | 4.3 | 0 | 1 | 14 | 40 | 45 |
| The AEP teacher keeps me adequately informed of my child's progress. | 3.7 | 6 | 15 | 9 | 43 | 27 |
| **Program Impact** | | | | | | |
| I can see positive changes in my child at home as a result of his/her participation in the AEP. | 4.1 | 1 | 5 | 14 | 42 | 38 |
| My child is able to "keep up" with lessons in the AEP classes. | 4.4 | 0 | 1 | 5 | 52 | 42 |
| My child enjoys being in the AEP. | 4.7 | 0 | 1 | 3 | 19 | 77 |
| I would like to see my child continue in the AEP. | 4.7 | 0 | 1 | 4 | 18 | 77 |
| My child learns things in the AEP that he/she would probably not learn in the regular program. | 4.5 | 1 | 1 | 4 | 32 | 62 |
| I feel that my child has become more intellectually stimulated as a result of his/her participation in the AEP. | 4.5 | 1 | 1 | 7 | 31 | 60 |
| My child's enthusiasm toward school in general has increased since becoming enrolled in the AEP. | 4.2 | 1 | 7 | 12 | 34 | 46 |
| I feel that my child performs better in the regular program because of the AEP. | 4.0 | 2 | 6 | 19 | 38 | 35 |

Table III (continued)
Parent Questionnaire Responses
N=760

| | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| **Program Operation and Design** | | | | | | |
| The relationships my child has with children not participating in the AEP have remained as satisfactory as they were prior to his/her entering the program. | 4.4 | 1 | 1 | 6 | 44 | 48 |
| The AEP's instructional facilities are adequate. | 3.9 | 1 | 4 | 17 | 59 | 19 |
| The amount of time per week that my child spends in the AEP is sufficient. | 3.7 | 3 | 13 | 13 | 51 | 20 |
| The AEP teacher at my child's school is sufficiently qualified to teach in the program. | 4.4 | 0 | 1 | 9 | 36 | 54 |
| My child receives a sufficient amount of individualized attention in the AEP. | 4.1 | 0 | 3 | 19 | 44 | 34 |
| Having the AEP at the "home school" (in lieu of transporting students to another school site for this instruction) is desirable. | 4.7 | 2 | 2 | 3 | 12 | 81 |
| **AEP/Regular Program Integration** | | | | | | |
| My child's regular class teachers have a favorable opinion of the AEP. | 3.9 | 1 | 2 | 27 | 44 | 26 |
| My child is able to "keep up" with lessons in regular classes. | 4.4 | 1 | 1 | 4 | 46 | 48 |
| Regular class teachers expect my child to make up work that was missed while he/she was in the AEP class. | 3.7 | 5 | 10 | 18 | 40 | 27 |
| I feel that my child should make up work that was missed while he/she was receiving AEP instruction. | 3.9 | 3 | 12 | 10 | 41 | 34 |

Table III (continued)
Parent Questionnaire Responses
N=760

| | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Cooperation between my child's AEP and regular class teachers seems to be good. | 4.1 | 1 | 1 | 13 | 53 | 32 |
| My child frequently misses Art, Music, and PE due to his/her participation in the AEP. | 2.0 | 39 | 38 | 12 | 9 | 2 |
| **Instructional Organization and Procedures** | | | | | | |
| The criteria my child had to meet to qualify for the AEP seemed reasonable. | 4.2 | 1 | 1 | 9 | 60 | 29 |
| My child is exposed to instructional activities of an appropriate nature given the goals of the program. | 4.2 | 0 | 1 | 10 | 56 | 33 |
| My child needs specialized instruction such as that offered in the AEP to maximize his/her potential. | 4.2 | 3 | 5 | 13 | 30 | 49 |
| I am satisfied with the AEP instructional procedures. | 4.2 | 1 | 1 | 10 | 51 | 37 |
| I feel that it is appropriate to schedule the AEP during regular school hours. | 4.3 | 3 | 4 | 7 | 32 | 54 |

their child seemed reasonable (89%). The vast majority of parents appeared satisfied with the AEP instructional procedures (88%), felt that their child was being exposed to instructional activities of an appropriate nature, given the goals of the program (89%), and that their child needed specialized instruction such as that offered in the AEP to maximize their potential (79%). Over half (52%) of all responding parents indicated that they had visited their child's AEP class during the year.

Responses to Regular Classroom Teacher Questionnaire

All regular classroom teachers at the program schools were provided with a teacher questionnaire. The questionnaire contained 17 statements about the AEP to which the teachers indicated the extent of their agreement or disagreement by responding via a five point scale. The results of this portion of the questionnaire are presented in Table IV. For each item, the percentage of teachers responding to each of the five response obtains is included. For clarity of presentation, items are grouped under four headings describing various program dimensions.

Communication. Four items were included in this cluster to assess the extent to which classroom teachers felt that the objectives and operation of the AEP had been satisfactorily explained. Many teachers indicated that they understood the eligibility criteria used to select students for the AEP (86%) and the goals and objectives of the program (83%). A somewhat smaller percentage of teachers indicated that communication between the AEP teachers and regular teachers was adequate. However, only half of the teachers (50%) felt that procedures for dismissing a student from the AEP were specifically defined for their school. It should be noted that a substantial percentage of respondents to this latter item (29%) responded that they were "uncertain".

Program design and procedures. A total of four items comprised this cluster. A vast majority of teachers (94%) indicated that having the AEP at the "home-school" was desirable. A substantial majority (81%) also felt that the AEP should be scheduled during regular school hours and that the eligibility criteria used to select students for the AEP were reasonable (76%). Two thirds of the respondents (67%) agreed that the method used to select teachers for the AEP was equitable. A substantial proportion (22%) of respondents to this latter item appeared "uncertain".

Program impact. Six items were included in this cluster. While many teachers (75%) felt the AEP offered students experiences not offered by regular class instruction only a small percentage (38%) thought that it should be expanded to include more students. Over half the teachers (62%) indicated that the AEP seemed to have a positive effect on students' performance in the regular class and only a few (6%) indicated that students spent too much time in the program. Approximately one quarter of the respondents (24%) felt that the AEP created problems in scheduling. Very few teachers (9%) felt that the AEP had a negative impact on students who were not in the AEP. In sum, the majority view was that the AEP constituted a positive force in the program schools. Negative impact was noted by a relatively few respondents.

AEP/regular program integration. Three items in the questionnaire dealt with the integration of the AEP and regular programs. Some teachers (31%) felt that additional restrictions were placed upon them, in terms of instructional scheduling, due to the AEP; fewer (21%) felt there were many students who had difficulty "keeping-up" with their regular class lessons, and only an extremely small percentage (5%) indicated that they noticed a considerable degree of antagonism between AEP students and regular students.

Table IV
Regular Teacher Survey Responses
N=267

| | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| **Communication** | | | | | | |
| I understand the goals and objectives of the AEP. | 4.1 | 2 | 4 | 11 | 54 | 29 |
| The communication between the AEP teachers and regular teachers is adequate. | 3.8 | 6 | 13 | 10 | 38 | 33 |
| I understand the eligibility criteria use to select students for the AEP. | 4.2 | 1 | 3 | 10 | 46 | 40 |
| Procedures for dismissing a student from the AEP have been specifically defined for my school. | 3.4 | 9 | 12 | 29 | 31 | 19 |
| **Program Design and Procedures** | | | | | | |
| The eligibility criteria used to select student for the AEP are reasonable. | 3.9 | 4 | 6 | 14 | 43 | 33 |
| The method used to select the teachers for the AEP is equitable. | 3.8 | 5 | 6 | 22 | 32 | 35 |
| Having the AEP at the "Home-School" is desirable. | 4.5 | 2 | 1 | 3 | 29 | 65 |
| The AEP should be scheduled during regular school hours. | 4.1 | 5 | 3 | 11 | 34 | 47 |
| **Program Impact** | | | | | | |
| The AEP has created problems in scheduling. | 2.3 | 31 | 38 | 7 | 15 | 9 |
| The AEP should be expanded to include more students. | 3.1 | 12 | 23 | 27 | 19 | 19 |
| AEP students spend too much time in the program. | 2.0 | 31 | 48 | 15 | 4 | 2 |
| The AEP offers students experiences not offered by regular class instruction. | 4.0 | 4 | 5 | 16 | 38 | 37 |
| Partipation in the AEP seems to have a positive effect on the students' performance in the regular class. | 3.7 | 4 | 9 | 25 | 35 | 27 |

Table IV (continued)
Regular Teacher Survey Responses
N=267

| | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| The AEP seems to have a negative impact on the students who are not in the AEP. | 2.1 | 34 | 42 | 15 | 3 | 6 |
| **AEP/Regular Program Integration** | | | | | | |
| There are many students who have difficulty "keeping-up" with their regular class lessons due to participation in the AEP. | 2.4 | 20 | 45 | 14 | 13 | 8 |
| Additional restrictions are placed upon me, in terms of instructional scheduling, because the AEP students are frequently out of my class when new concepts are introduced. | 2.5 | 23 | 42 | 4 | 20 | 11 |
| I have noticed a considerable degree of antagonism between the AEP students and the regular students. | 1.8 | 46 | 39 | 10 | 3 | 2 |

## Responses to Program Teacher Questionnaire

All program teachers were provided with a questionnaire. Major parts of the questionnaire addressed program procedures/design, school support, communication, program logistics, and perceived desirability of the program. The first part of the questionnaire contained 27 statements to which respondents indicated the extent of their agreement or disagreement on a five point scale. On the last portion of the questionnaire, information relating to instructional objectives and content was obtained via open-ended questions and completion statements. All 28 program teachers responded to the questionnaire.

Communication. Six items constituted this cluster. Two items received 100% agreement from program teachers, indicating that they were aware of those instructional activities which were appropriate for the AEP and that the communication between the AEP and regular teachers was satisfactory. Almost all program teachers indicated that they understood the eligibility criteria used to select students for program participation (96%) the goals and objectives of the program (89%), and how to meet the stated goals and objectives which had been developed for their program (86%). The least favorable percentage of agreement (79%) was noted in reference to the item related to the adequacy of direction which teachers had received in program implementation.

Program logistics. Six items were included under this heading. The most favorable percentage of agreement (96%) was noted in response to an item indicating that the program should be scheduled during regular school hours. A similarly high rate of agreement (91%) was given to a statement indicating that students had no difficulty in "keeping-up" with their regular class lessons. While a high percentage (77%) of program teachers indicated that the amount of time scheduled for students in the AEP was sufficient, there was a mixed response (47% agree, 39% disagree, and 14% uncertain) on whether more students should be able to participate in the program. Only a small percentage thought that the AEP had created scheduling problems in their school (7%) and that many students who were in the program did not belong (11%).

Program design and procedures. Eight items represented this area. The vast majority of teachers felt that the students selected for the AEP were at a level appropriate for the program (96%), that the eligibility criteria used were fair and reasonable (96%), that the facilities were satisfactory (93%), and that the materials used to support instruction were adequate (89%). A substantial percentage (82%) of teachers expressed the desire to have more inservice for the program and 74% expressed dissatisfaction with the inservice provided during the year. Most program teachers felt that procedures for dismissing a student from the AEP had been established (71%) and consistently adhered to (75%).

School support. Four items were combined to form this cluster. All program teachers (100%) indicated that the school administration was supportive of the AEP and 92% agreed that materials to support instruction were readily available. Finally, high percentage (85%) of program teachers felt the regular class teachers were supportive of the AEP and had a positive attitude toward the program.

Perceived desirability. Three items comprised this grouping. Almost all program teachers (over 90%) perceived that students and parents were very enthusiastic toward the AEP. Additionally, none of the responding teachers noted any negative impact on non-participating students.

Table V
Program Teacher Survey Responses
N=28

| | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| **Communication** | | | | | | |
| I understand the goals and objectives of the AEP. | 4.6 | 0 | 0 | 11 | 18 | 71 |
| I understand how to meet the goals and objectives which have been developed for my AEP. | 4.3 | 0 | 7 | 7 | 32 | 54 |
| I understand the eligibility criteria used to select students for the AEP. | 4.7 | 0 | 4 | 0 | 21 | 75 |
| The communication between AEP teachers and regular teachers is satisfactory. | 4.4 | 0 | 0 | 0 | 56 | 44 |
| I have been provided adequate direction in the implementation of my AEP. | 4.0 | 11 | 3 | 7 | 36 | 43 |
| I am aware of those instructional activities which are appropriate for my AEP. | 4.6 | 0 | 0 | 0 | 36 | 64 |
| **Program Logistics** | | | | | | |
| The AEP has created problems in terms of scheduling. | 1.7 | 41 | 52 | 0 | 7 | 0 |
| Many students who are in the AEP do not belong in the program. | 1.9 | 32 | 53 | 4 | 11 | 0 |
| More students should be able to participate in this program. | 3.1 | 18 | 21 | 14 | 29 | 18 |
| The AEP should be scheduled during regular school hours. | 4.8 | 0 | 4 | 0 | 14 | 82 |
| Students in the AEP have no difficulty "keeping-up" with their regular class lessons. | 4.1 | 0 | 9 | 0 | 62 | 29 |
| The amount of time tha students are scheduled for the program is sufficient. | 4.0 | 4 | 15 | 4 | 35 | 42 |

Table V (continued)
Program Teacher Survey Responses
N=28

| Program Procedures/Design | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Procedures for dismissing a student from the AEP have been established for my AEP. | 4.0 | 11 | 0 | 18 | 21 | 50 |
| Dismissal criteria have been consistently administered in my AEP. | 3.9 | 17 | 4 | 4 | 23 | 52 |
| The students selected for the AEP are at a level appropriate for the program. | 4.4 | 0 | 0 | 4 | 57 | 39 |
| The eligibility criteria used to select students for the AEP are fair and reasonable. | 4.4 | 0 | 4 | 0 | 46 | 50 |
| The inservice I received for this program was adequate. | [illegible].9 | 64 | 10 | 5 | 16 | 5 |
| The facilities are satisfactory for the AEP. | 4.4 | 0 | 7 | 0 | 39 | 54 |
| The materials are adequate for the AEP. | 4.5 | 0 | 11 | 0 | 21 | 68 |
| I would like to see more inservice for this program. | 4.4 | 0 | 7 | 11 | 21 | 61 |
| **School Support** | | | | | | |
| "Regular" teachers in my school have a positive attitude toward the AEP. | 4.0 | 0 | 0 | 15 | 66 | 19 |
| Materials to support AEP instruction are readily available. | 4.2 | 0 | 4 | 4 | 57 | 35 |
| The school administration is very enthusiastic toward the program. | 4.9 | 0 | 0 | 0 | 11 | 89 |
| The regular class teachers are supportive of the AEP. | 4.1 | 0 | 0 | 15 | 58 | 27 |

Table V (continued)
Program Teacher Survey Responses
N=28

| Perceived Desirability | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Parents are very enthusiastic toward the program. | 4.5 | 0 | 0 | 7 | 32 | 61 |
| AEP students are very enthusiastic toward the program. | 4.5 | 0 | 0 | 4 | 42 | 54 |
| There seems to be a negative impact on the students who do not participate. | 1.6 | 52 | 33 | 15 | 0 | 0 |

The nature of program objectives and instructional strategies. As previously mentioned, items were included in the Program Teacher's Questionnaire to enable a description of the level of objectives that were being pursued in the AEP (ala Bloom's taxonomy) and the content areas which were providing media for instruction. Program teachers' responses to those items indicated that only a relatively small percentage of time (11%) appeared to be spent on the lowest skill level of Bloom's taxonomy namely, Knowledge. More time appeared to be allotted toward the development of thinking skills, such as, Analysis (20%), Synthesis (22%) and Evaluation (20%). These levels are the highest in Bloom's taxonomy of higher level cognitive skills and, as such, were appropriate instructional "targets" for the AEP. In terms of instructional content, Reading, Writing, Oral Expression, and Research/Problem solving skills were mentioned by at least two-thirds of the responding teachers. Content areas such as Comparative Cultures, Dance, and Music were mentioned as instructional media by relatively few teachers.

Responses to Administrators Questionnaire

All program school Principals were provided with an administrator questionnaire. The questionnaire contained 17 items and addressed areas of communication, program design/procedures, and impact. Nineteen of the twenty-four administrators (79%) completed and returned the questionnaire indicated their agreement or disagreement with questionnaire statements using a five point scale. For clarity of presentation, items are grouped under three headings describing various program dimensions. Table VI contains the percentages of administrators responding to the options for each item.

Communication. Only two items made up this group. A large percentage (89%) of administrators indicated that they believed that parents were adequately informed as to their child's progress in the AEP. Substantial fewer principals (64%) agreed that there was adequate direction from the District regarding the goals and objectives of the program.

Program design and procedures. Ten items were included in this cluster. Strong agreement was noted in response to items indicating the desirability of scheduling the AEP during regular school hours (80%), and providing additional inservice for program teachers (90%). A large percentage of principals agreed that the AEP had operated in their school as stated in the original proposal (77%) and that the materials and supplies budget for this program was sufficient (68%). Only a small percentage of respondents felt that eligibility criteria should be established at the District level (10%) and be made more stringent (15%); However, a considerably greater percentage of principals (53%) felt that clearcut, strictly enforced, dismissal criteria should be established. A minority of respondents felt that the AEP should be limited to grades 4, 5, and 6 (31%) and that there should be curriculum commonalities existing among all of the participating AEP schools (21%).

Program impact. Four items on the questionnaire dealt with principal's perceptions of program impact. All of the respondents (100%) indicated that parents seemed supportive of the AEP and felt that it should be continued next year. Most respondents also felt that AEP students were provided learning experiences not offered in the regular program (94%) and that participating students were representative of the ethnic ratios of the school as a whole (83%). Finally, almost three-quarters (73%) of the responding principals indicated that they frequently received requests from parents to include their children in the program.

Table VI
Administrator Survey Responses
N=19

| | MEAN | Percent responding to each choice: Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| **Communication** | | | | | | |
| I believe that parents are adequately informed as to their child's progress in the AEP. | 4.3 | 0 | 5 | 6 | 47 | 4.2 |
| There was adequate direction from the District regarding the goals and objectives of the program. | 3.4 | 0 | 26 | 10 | 59 | 5 |
| **Program Design and Procedures** | | | | | | |
| The AEP is operating in my school as stated in the original proposal. | 4.0 | 0 | 21 | 0 | 32 | 47 |
| The eligibility criteria should be made more stringent. | 2.3 | 16 | 64 | 5 | 10 | 5 |
| Eligibility criteria should be established at the district level, rather than leaving this to the discretion of the individual school. | 1.9 | 42 | 43 | 5 | 5 | 5 |
| Additional inservice for project teachers would be desirable. | 4.3 | 5 | 0 | 5 | 43 | 47 |
| Overall, my teachers feel that the process used to select the AEP teacher was fair and reasonable. | 4.1 | 0 | 0 | 16 | 58 | 26 |
| The materials and supplies budget for this program is sufficient. | 3.5 | 5 | 17 | 10 | 58 | 10 |
| Clear-cut criteria for dismissal of students from the AEP should be established and strictly adhered to. | 3.3 | 5 | 32 | 10 | 37 | 16 |
| AEP content and curriculum commonalities should exist among all of the participating schools. | 2.5 | 16 | 47 | 16 | 16 | 5 |
| The AEP should be limited to students in grades 4,5, and 6. | 2.6 | 16 | 53 | 0 | 21 | 10 |
| I believe that the AEP should be scheduled during regular school hours, rather than established as an "afterschool" program. | 4.0 | 10 | 5 | 5 | 27 | 53 |

Table VI (continued)
Administrator Survey Responses
N=19

| Program Impact | MEAN | Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| I frequently receive requests from parents to include their children in the program. | 3.7 | 5 | 22 | 0 | 47 | 26 |
| Parents of my AEP students seem very supportive of this program. | 4.7 | 0 | 0 | 0 | 26 | 74 |
| The AEP students are provided learning experiences in the program that could not be offered in a regular program, even with an exemplary teacher. | 4.2 | 0 | 0 | 6 | 68 | 26 |
| The AEP should be continued next year. | 4.9 | 0 | 0 | 0 | 5 | 95 |
| The proportions of minority students in my school's program are representative of the ethnic ratios of the school as a whole. | 4.2 | 0 | 11 | 6 | 39 | 44 |

## Conclusions and Recommendations

The AEP was directed at providing academically above-average (Stanine 7, 8, or 9) students with enrichment experiences to enhance their development of critical thinking and higher level cognitive skills. The results of this evaluation indicated that program teachers apparently directed the majority of their instructional time toward this end.

The majority of program students gave "high marks" to most features of the program; indicating that what was taught was interesting and helped them learn about many things that would not be addressed in a regular class. Responding students also indicated that they were proud to be selected for the program, were happy to come to their AEP class, liked the way their AEP classes were run, and would like to be in the program next year. Finally, virtually all students reported that their parents felt "good" about their participation in the program.

Most regular classroom teachers felt that they understood the eligibility criteria to select students for the program and the program's goals and objectives. The majority of teachers felt that the AEP should be scheduled during regular school hours (as it is, for most of the program schools) and that having the AEP at the "home-school" was desirable. A relatively small proportion of responding teachers were in favor of expanding the program to include more students.

Most program teachers indicated that they understood the goals and objectives of the program as well as the eligibility criteria for students selection, and were aware of the instructional activities which were appropriate for the program. Program teachers also felt that the AEP should be scheduled during regular school hours and that more inservice should be provided. The enthusiasm shown by parents, students, and administrators toward the program and the adequacy of materials to implement to program were also seen in a favorable light. Of considerable concern to the teachers who taught in the after-school programs, was what was perceived to be inequitable monetary compensation for the extra time required. Unlike other teachers who teach an "extra period" and receive 20% of their daily rate, these AEP program teachers received "tutor" pay which was substantially lower than the rate they would have received if calculated via the above mentioned formula.

Most parents of students enrolled in the AEP indicated that while the AEP teacher was readily available for conferences, they would like to receive more feedback regarding their children's progress. Parents were overwhelmingly supportive of the program's impact in terms of the instructional content offered, the extent to which their children enjoyed the program, their desire to have them continue in it, and the school-based nature of the program. Most parents felt that their children learned things in the AEP that would not have been learned in a regular class, that their children seem to be more intellectually stimulated as a result of the program, and that their children were able to "keep-up" with both regular class and AEP class activities.

Most of the program school administrators indicated that they believed parents were overwhelmingly supportive of the program and that it should be continued next year. Most respondents also felt that the program offered learning experiences not available in the regular program. The administrators were not in favor of the District establishing eligibility criteria nor were they in favor of making the criteria more stringent. They also did not support the existence

of AEP content and curriculum commonalities among the participating schools and did not feel that the program should be restricted to students in grades 4, 5, and 6. The majority of administrators indicated that inservice would be desirable for their program teachers next year.

In summary, students, teachers, parents, and administrators expressed generally positive attitudes toward the AEP and viewed it as an integral part of the total school program.

The following recommendations emerged from these generally favorable results:

1. Information regarding children's progress in the program should be more frequently provided to parents.

2. Teachers who teach the after-school programs should receive equitable compensation for the extra time required.

3. Program instructional staff should be provided with additional inservice training related to the operation of the program and instructional activities. A survey of their needs might be made prior to the actual provision of inservice training.

4. Goals and objectives should be established for the program at the district level that are specific enough to enable the definition of suitable instruments to assess the impact of the program, yet sufficiently flexible to allow individual schools some latitude in accommodating differences in student population characteristics and instructional capabilities. The latter qualification addresses the evident reluctance of many respondents to support the notion that program curriculum commonalities should exist across all program schools.

5. An effort should be made to more adequately orient parents to the program and more clearly explain the admission criteria.

6. If at all possible, the AEP should be scheduled during regular school hours at all schools.

# APPENDIX A

Academic Excellence Program

Participant Roster

Name of School: _____

Please provide one of these rosters for each AEP class in your school

| | Student's Name | | 7-digit student ID number (PDBS) |
|---|---|---|---|
| | LAST | FIRST | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |

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Auth: MIS; Exp. Date: Dec. 31, 1983

5. For each grade level involved in your Academic Excellence Program, please identify those tests/subtests or ratings which were used as criteria for the selection of program students by placing a check in the appropriate box. If information other than that indicated below was used for selection of students, please describe in the last column where indicated.

| | Stanford Scores | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| grade level | Lang. | List. Comp. | Rdg. Comp. | Math Conc. | Math Comp. | Math Applic. | Total Math | tchr. rtg. | other (please describe) |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |

6. For each grade involved in your Academic Excellence Program, please indicate the total number of minutes students spend in the program per week and the number of times Academic Excellence Program classes meet per week.

| grade level | minutes per week | number of meetings per week |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

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Auth: MIS; Exp. Date: Dec. 31, 1983

APPENDIX B

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
ACADEMIC EXCELLENCE PROGRAM (AEP)
PROGRAM TEACHER QUESTIONNAIRE

DO NOT WRITE IN THIS SPACE

School Name: _____ School #: ☐☐☐☐ 2-5

For each of the following statements please indicate the extent of your agreement or disagreement by selecting the appropriate number from the scale below, and writing it on the line to the right of each item. Please note: If any of the items below are not applicable to your program, due to its unique nature, please place an NA on the appropriate response line(s).

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

I understand the goals and objectives of the AEP ____ 6

I understand how to meet the goals and objectives which have been developed for my AEP. ____ 7

I understand the eligibility criteria used to select students for this program. ____ 8

The communication between AEP teachers and regular teachers is satisfactory. ____ 9

I have been provided adequate direction in the implementation of my AEP. ____ 10

Procedures for dismissing a student from the AEP have been established for my AEP. ____ 11

Dismissal criteria have been consistently administered in my AEP. ____ 12

The students selected for the AEP are at a level appropriate for the program. ____ 13

The eligibility criteria used to select students for the AEP are fair and reasonable. ____ 14

The inservice I received for this program was adequate. ____ 15

The AEP has created problems in terms of scheduling. ____ 16

Many students who are in the AEP do not belong in the program. ____ 17

The facilities are satisfactory for the AEP. ____ 18

The materials are adequate for the AEP. ____ 19

I would like to see more inservice for this program. ____ 20



Auth: MIS; Exp. Date: May 31, 1984

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

DO NOT WRITE IN THIS SPACE

More students should be able to participate in this program. ____ 21

The AEP should be scheduled during regular school hours. ____ 22

"Regular" teachers in my school have a positive attitude toward the AEP. ____ 23

I am aware of those instructional activities which are appropriate for my AEP. ____ 24

Materials to support AEP instruction are readily identifiable. ____ 25

Parents are very enthusiastic toward the program. ____ 26

AEP students are very enthusiastic toward the program. ____ 27

The school administration is very enthusiastic toward the program. ____ 28

Students in the AEP have no difficulty "keeping up" with their regular class lessons. ____ 29

There seems to be a negative impact on the students who do not participate in the AEP. ____ 30

The regular class teachers are supportive of the AEP. ____ 31

The amount of time the AEP students are scheduled for the program is sufficient. ____ 32

Listed below are descriptions of six different levels of cognitive skill. To the left of each, in the space provided, please indicate (to the nearest 10%; e.g., 20%, 30%, 70%, etc.) the approximate percentage of instructional time spent, since the initiation of the AEP at your school, in the instruction of each level of skill.

____ Knowledge: memory or recollection of specifics, generalizations processes/methods, etc. 33-34

____ Comprehension: the lowest non-rote form of understanding involving knowledge and use of the information which is communicated (for example, translation, interpretation, and extrapolation). 35-36

____ Application: use of abstractions (ideas, rules, methods) in specific situations that are new to the student. 37-38

____ Analysis: breaking down a communication into its constituent parts, in such a way as to exhibit the relationship between these parts. 39-40



Auth: MIS; Exp. Date: May 31, 1984

DO NOT WRITE IN THIS SPACE

____ Synthesis: blending elements and parts in order to form a whole, not previously present. 41-42

____ Evaluation: making judgements about the value of methods and materials for particular purposes, given specified criteria. 43-44

Below is a list of areas of instructional content, some of which may provide vehicles for your AEP instruction. Using the scale below, indicate, for each content area, the extent to which you have employed that area, by placing the appropriate numerical code in the space provided to the left. If you have used content areas/topics not described below, please write these in (and provide appropriate use codes) in the spaces provided at the bottom of this list.

| Substantial Use | Moderate Use | Slight Use | No Use |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

____ mathematics (applications, advanced math) 45

____ history 46

____ current events 47

____ comparative cultures 48

____ media 49

____ reading (including literature) 50

____ science (including ecology, energy, etc.) 51

____ art (including graphic arts, architectural drawing, etc.) 52

____ dance 53

____ music 54

____ writing (creative writing, poetry, etc.) 55

____ oral expression (speech, drama, etc.) 56

____ economics (including consumerism) 57

____ computer education 58

____ self awareness 59



Auth: MIS: Exp. Date: May 31, 1984

| Substantial Use | Moderate Use | Slight Use | No Use |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

DO NOT WRITE IN THIS SPACE

| | | |
|---|---|---|
| ____ | the world of work | 60 |
| ____ | study skills | 61 |
| ____ | social/political skills (group dynamics, leadership, etc.) | 62 |
| ____ | research/problem solving skills | 63 |
| ____ | other (1): _____ | 64 |
| ____ | other (2): _____ | 65 |
| ____ | other (3): _____ | 66 |

OEA: 2/28/84
SURVEY:sh AEP/TEACHER

Auth: MIS: Exp. Date: May 31, 1984

APPENDIX C

Dade County Public Schools
Office of Educational Accountability
Academic Excellence Program
Teacher Questionnaire

Do Not Write in This Space

School Name: _____ School # ☐☐☐☐ 1-4

Grade level of your students (check one or both):

____ K-3 5
____ 4-6 6

For each of the following statements please indicate the extent of your agreement or disagreement by selecting the appropriate number from the scale below, and writing it on the line to the right of each item. Please note: If you feel that you do not have enough information to respond to a statement, place a zero on the line to the right of that item. Additionaly, if any of the items below are not applicable to your school's AEP, please place an NA on the appropriate response line(s).

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree | Not Enough Information |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 0 |

I understand the goals and objectives of the AEP ____ 7

The communication between the AEP teachers and regular teachers is adequate. ____ 8

I understand the eligibility criteria used to select students for the AEP. ____ 9

The eligibility criteria used to select students for the AEP are reasonable. ____ 10

The method used to select the teachers for the AEP is equitable. ____ 11

Having the AEP at the "Home-School" is desirable. ____ 12

The AEP has created problems in scheduling. ____ 13

The AEP should be expanded to include more students. ____ 14

The AEP should be scheduled during regular school hours. ____ 15

AEP students spend too much time in the program. ____ 16

The AEP offers students experiences not offered by regular class instruction. ____ 17



Auth: M/B: Exp. Date: May 31, 1984

Dade County Public Schools
Office of Educational Accountability
Academic Excellence Program
Teacher Questionnaire

Do Not Write in This Space

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree | Not Enough Information |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 0 |

Procedures for dismissing a student from the AEP have been specifically defined for my school. ____ 18

There are many students who have difficulty "keeping-up" with their regular class lessons due to participation in the AEP. ____ 19

Participation in the AEP seems to have a positive effect on the students' performance in the regular class. ____ 20

Additional restrictions are placed upon me, in terms of instructional scheduling, because the AEP students are frequently out of my class when new concepts are introduced. ____ 21

The AEP seems to have a negative impact on the students who are not in the AEP. ____ 22

I have noticed a considerable degree of antagonism between the AEP students and the regular students. ____ 23

OEA: 2/28/84
AEP Teacher Questionnaire
SURVEY/AWOJ

Auth: MIS; Exp. Date: May 31, 1984

APPENDIX D

DADE COUNTY PUBLIC SCHOOLS

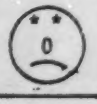
OFFICE OF EDUCATIONAL ACCOUNTABILITY

ACADEMIC EXCELLENCE PROGRAM (AEP)
STUDENT SURVEY - PRIMARY FORM (GRADES K-3)

EXAMPLES:

| | YES | NO |
|---|---|---|
| A. ICE CREAM TASTES BETTER THAN SALT. | | |

LISTEN TO TEACHER'S INSTRUCTIONS

| | YES | NO | |
|---|---|---|---|
| 1. I LIKE SCHOOL. | |  | 1 |
| 2. I LIKE MY AEP CLASS. | | | 2 |
| 3. MOST OF THE STUDENTS IN MY AEP CLASS ARE FRIENDLY WITH EACH OTHER. | | | 3 |
| 4. I TRY HARD IN MY AEP CLASS. | | | 4 |
| 5. I LEARN A LOT IN MY AEP CLASS. | | | 5 |
| 6. I WANT TO BE IN THE AEP NEXT YEAR. | | | 6 |
| 7. THE THINGS I DO IN MY AEP CLASS ARE INTERESTING. | | | 7 |
| 8. I AM AS SMART AS THE OTHER STUDENTS IN MY AEP CLASS. | | | 8 |
| 9. THE WORK I DO IN MY AEP CLASS MAKES ME THINK. | | | 9 |
| 10. I WISH I COULD SPEND MORE TIME IN MY AEP CLASS. | | | 10 |

School Name: BEST COPY AVAILABLE Code: ☐☐☐☐ 11-14



Auth: M18; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY

ACADEMIC EXCELLENCE PROGRAM (AEP)
STUDENT SURVEY - INTERMEDIATE FORM (GRADES 4-6)

DO NOT WRITE IN THIS SPACE

2 - 5

Name of school: _____ School # [ ][ ][ ][ ]

For each of the following statements please indicate the extent of your agreement or disagreement by selecting the appropriate number from the scale below, and writing it on the line to the right of each item. Please note: If your school has a full-time AEP, write NA on the lines to the right of item numbers 8, 9, 18, 19, 20, 21, and 22.

| Strongly Disagree 1 | Disagree 2 | Uncertain 3 | Agree 4 | Strongly Agree 5 |
|---|---|---|---|---|

1. Most days I'm happy to come to my AEP class. ____ 6
2. Most of the students in my AEP class are friendly with each other. ____ 7
3. The work I do in my AEP class is hard. ____ 8
4. I am proud of being selected for participation in the AEP. ____ 9
5. My AEP teacher makes me feel like he/she wants me to learn. ____ 10
6. I like the way my AEP classes are run. ____ 11
7. In my AEP class we do many things that interest me. ____ 12
8. I am able to make up the work that I miss in my regular classes because of the AEP. ____ 13
9. My participation in the AEP has helped me to learn about many things that I would not have learned in my regular class. ____ 14
10. I am as smart as the other students in my AEP class. ____ 15
11. My participation in the AEP has helped me to develop better study habits. ____ 16
12. The work that I do in my AEP class is challenging. ____ 17
13. Participation in the AEP has increased my motivation to learn. ____ 18



Auth: MIB; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY

ACADEMIC EXCELLENCE PROGRAM (AEP)
STUDENT SURVEY - INTERMEDIATE FORM (GRADES 4-6)
(continued)

DO NOT WRITE IN THIS SPACE

| Strongly Disagree 1 | Disagree 2 | Uncertain 3 | Agree 4 | Strongly Agree 5 |
|---|---|---|---|---|

14. Participation in the AEP has helped me to develop my self-confidence. ___ 19
15. I would like to be in the AEP during the next school year. ___ 20
16. I would like to spend more time in the AEP class. ___ 21
17. I understand the purpose of the AEP. ___ 22
18. I miss too many of my regular classes due to the AEP. ___ 23
19. Somehow I think that my regular class teacher doesn't like me to go to the AEP class. ___ 24
20. The AEP has helped me to do better work in my regular class. ___ 25
21. I like the AEP better than my regular class. ___ 26
22. Some of my friends in my regular class are not as friendly toward me since I enrolled in the AEP. ___ 27
23. My parents feel good about my participation in the AEP. ___ 28
24. Somehow I miss Art, Music, or P.E., because of the AEP. ___ 29
25. I think that it is best for the AEP to be scheduled during regular school hours (not after school). ___ 30
26. I like school better now that I am enrolled in the AEP. ___ 31

OEA: 4/12/84
ML/SURVEY Stud Survey - Gr 4-6 - AEP

Auth: MIB; Exp. Date: May 31, 1984

APPENDIX E

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
ACADEMIC EXCELLENCE PROGRAM (AEP)
PARENT QUESTIONNAIRE

DO NOT WRITE IN THIS SPACE

School Name: _____ School #: [ | | | | ] 1-4

Child's Sex: (check one) Male ___1___ Female ___2___ 5

Child's Grade: ____ 6

Did you visit your child's AEP class during this school year? Yes ___1___ No ___2___ 7

For each of the following statements please indicate the extent of your agreement or disagreement by selecting the appropriate number from the scale below, and writing it on the line to the right of each item. Please note: If you feel that you do not have enough information to respond to a statement, place a zero on the line to the right of that item. Additionally, if a statement is not applicable, due to the nature of your child's program, place an NA on the line to the right of that item.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree | Not Enough Information |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 0 |

School personnel adequately oriented me to the Academic Excellence Program (AEP). ____ 8

The AEP's instructional facilities are adequate. ____ 9

The criteria my child had to meet to qualify for the AEP were clearly explained to me. ____ 10

The criteria my child had to meet to qualify for the AEP seem reasonable. ____ 11

My child is exposed to instructional activities of an appropriate nature given the goals of the program. ____ 12

The amount of time per week that my child spends in the AEP seems to be sufficient. ____ 13

My child's regular class teachers have a favorable opinion of the AEP. ____ 14

I can see positive changes in my child at home as a result of his/her participation in the AEP. ____ 15

The AEP teacher is readily available if I request a conference. ____ 16

My child is able to "keep up" with lessons in the regular class. ____ 17

The AEP teacher keeps me adequately informed of my child's progress. ____ 18

The AEP teacher at my child's school is sufficiently qualified to teach in the program. ____ 19



Auth: MIS; Exp. Date: May 31, 1984

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree | Not Enough Information |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 0 |

DO NOT WRITE IN THIS SPACE

| | | |
|---|---|---|
| My child is able to "keep up" with lessons in the AEP classes. | ____ | 20 |
| My child needs specialized instruction such as that offered in the AEP to maximize his/her potential. | ____ | 21 |
| My child enjoys being in the AEP. | ____ | 22 |
| My child receives a sufficient amount of individualized attention in the AEP. | ____ | 23 |
| Regular class teachers expect my child to make up work that was missed while he/she was in the AEP class. | ____ | 24 |
| I feel that my child should make up work that was missed while he/she was receiving AEP instruction. | ____ | 25 |
| I am satisfied with the AEP instructional procedures. | ____ | 26 |
| Cooperation between my child's AEP and regular class teachers seems to be good. | ____ | 27 |
| I would like to see my child continue in the AEP. | ____ | 28 |
| Having the AEP at the "home school" (in lieu of transporting students to another school site for this instruction) is desirable. | ____ | 29 |
| My child frequently misses art, music, and PE due to his/her participation in the AEP. | ____ | 30 |
| I feel that it is appropriate to schedule the AEP during regular school hours. | ____ | 31 |
| My child learns things in the AEP that he/she would probably not learn in the regular program. | ____ | 32 |
| I feel that my child has become more intellectually stimulated as a result of his/her participation in the AEP. | ____ | 33 |
| My child's enthusiasm toward school in general has increased since becoming enrolled in the AEP. | ____ | 34 |
| I feel that my child performs better in the regular program because of the AEP. | ____ | 35 |
| The relationships my child has with children not participating in the AEP have remained as satisfactory as they were prior to his/her entering the program. | ____ | 36 |

APPENDIX F

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
ACADEMIC EXCELLENCE PROGRAM (AEP)
SCHOOL ADMINISTRATOR'S QUESTIONNAIRE

Do not write in this spac

Name of school: _____ School # ☐☐☐☐ 2-5

For each of the following statements please indicate the extent of your agreement or disagreement by selecting the appropriate number from the scale below, and writing it on the line to the right of each item.

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

I believe that parents are adequately informed as to their child's progress in the AEP. ____ 6

I frequently receive requests from parents to include their children in the program. ____ 7

There was adequate direction from the District regarding the goals and objectives of the program. ____ 8

The AEP is operating in my school as stated in the original proposal. ____ 9

The eligibility criteria should be made more stringent. ____ 10

Eligibility criteria should be established at the district level, rather than leaving this to the discretion of the individual school. ____ 11

Additional inservice for project teachers would be desirable. ____ 12

Overall, my teachers feel that the process used to select the AEP teacher was fair and reasonable. ____ 13

The materials and supplies budget for this program is sufficient. ____ 14

Clear-cut criteria for dismissal of students from the AEP should be established and strictly adhered to. ____ 15

AEP content and curriculum commonalities should exist among all of the participating AEP schools. ____ 16

The AEP should be limited to students in grades 4,5, and 6. ____ 17

Parents of my AEP students seem very supportive of this program. ____ 18

Auth: MIS; Exp. Date: May 31, 1984

Do not write in this space

| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

I believe that the AEP should be scheduled during regular school hours, rather than established as an "after-school" program. ____ 19

The AEP students are provided learning experiences in the program that could not be offered in a regular program, even with an exemplary teacher. ____ 20

The AEP should be continued next year. ____ 21

The proportions of minority students in my school's program are representative of the ethnic ratios of the school as a whole. ____ 22

BEST COPY AVAILABLE

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal) and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.